

EXECUTIVE REPORT 2018



Coaching in Poland

Coaching w Polsce

Jonathan Passmore, Hazel Brown, Agnieszka Zawadzka et al



EMCC

European Mentoring &
Coaching Council



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European Coaching and Mentoring Research Consortium

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Lead research partners

The Henley Centre for Coaching



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The Henley Centre for Coaching is a research and coach training centre at Henley Business School. The Centre is recognised as a world leader for coach training and research, having trained over 2,500 coaches over the past decade. The Centre provides professional coach training with a Professional Certificate in Coaching and an MSc, which are delivered in the UK across Europe and in the Middle East and Africa. Henley's team is actively engaged in research, contributing to journals, books and best practice publications. Current research projects include neuroscience and

coaching, coach identity and coach development, coaching competences, supervision and coaching ethics. The Centre also provides continuous professional development and supervision for coaches across the world. You can join the Henley Centre for Coaching and access our research, resources, supervision and bi-monthly webinars.

To find out more about Henley's coaching activities in the UK and Europe visit:

henley.ac.uk/coachingcentre

EMCC

European Mentoring &
Coaching Council

The EMCC exists to develop, promote and set the expectation of best practice in mentoring, coaching and supervision across Europe and beyond, for the benefit of society. EMCC International is a council made up of countries providing coaching and mentoring membership in affiliated countries. Direct membership is available globally where an affiliation does not exist. The EMCC was founded in 1992 by David Clutterbuck, David Megginson, Bob Garvey, Kim Langridge, Julie Hay, Eric Parsloe and Sir John Whitmore.

As of 2018, it has affiliations in 25 countries: Belgium, Cyprus, Croatia, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Morocco, the Netherlands, Norway, Poland, Romania, Spain, Sweden, Switzerland, Serbia, Turkey, Ukraine and the United Kingdom. The EMCC provides course accreditation, alongside individual accreditation for coaches, mentors and supervisors.

Details can be found at:

emccouncil.org/eu/en/accreditation

Membership is open to everyone.

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The European Coaching and Mentoring Research Consortium project involved a collaboration with over 50 academics and practitioners, and over 100 professional bodies across Europe.

Introduction

This report provides an overview of the Polish results from *The State of Play in European Coaching & Mentoring (2017)* research project, and compares these with the results from Europe and the UK.

Research method

The aim of the research project was to extend beyond traditional institutional networks and the main European languages (English, French, German and Spanish), to provide a more inclusive research study, recognising the equal value of all European countries, languages and cultures, and of the different professional bodies and institutions.

The research questions were designed by the researchers in collaboration with the EMCC, and were adapted during the development phase. For each country, a research partner or team was identified and a National Research Lead was consulted on whether the survey should be translated, and which language(s) should be used. The National Research Leads led the translation process, which involved initial translation and an independent review.

The survey was launched on 1 March 2017 in 31 languages, ranging from English, Spanish, French and German, to Polish, Catalan and Serbian.

The survey was publicised through established coaching federations and management bodies, as well as online through social media interest groups. In total, approximately 100 organisations committed to sharing the research link with their members or to publishing details of the research on their website.

Participants took, on average, 25 minutes to complete the questionnaire.



The development of coaching in Poland

Coaching development in Poland has progressed since the late 1990s, and has become a popular HR practice. Since then, both the use of coaching and coach training has grown in scale and scope. This is evidenced by the growth in the number of training providers, the length of coach training courses, the development of university coach training programmes and a growth in the membership of professional coaching bodies.

Currently, coaching is developing in Poland in two main streams: Firstly, in performance coaching (in organisations), and secondly, in business and life coaching (on the free market).

Since 2006, coaching supervision has become a recognised practice and is encouraged by all of the main professional coaching bodies that operate in Poland, such as: European Mentoring and Coaching Council (EMCC), International Coach Federation (ICF) and the Coaching Chamber.

Membership for these bodies fluctuates, but in January 2018 membership of the three largest bodies in Poland was:

EMCC Poland – 35 individual members

ICF Poland – 188 individual members

Coaching Chamber – 165 member companies

However, supervision is still a rare practice and most often it is used as part of the preparation process for accreditation. There are currently about 50 coaching supervisors in Poland.



Current hot topics in Polish coaching practice include:

Neuroscience coaching – understanding the brain and its impact on human and leadership development

Leadership coaching – enhancing a leader's abilities and skills to lead and to help the organisation meet its operational objectives

Team coaching – supporting teams in achieving their goals and the highest efficiency and performance

Mentoring in Poland has developed since the early 2000s and is most often conducted within organisations as a part of a wider HR strategy, with more senior employees mentoring junior talent.

Similar to other European countries, in Poland there are a wide number of providers of coach and mentoring training. Currently there are about 100 coaching courses and training programmes (from 1- to 50-day training courses). Many of these are accredited by one of the professional bodies (ICF, EMCC or the Coaching Chamber). There are also a number of university programmes, including: Kozminski University; University of Warsaw; SWPS University of Social Sciences and Humanities; SGH Warsaw School of Economics; Collegium Civitas; Collegium da Vinci; WSB Universities; Jagiellonian University; Maria Curie-Skłodowska University; and many other universities all over Poland, both public and private.

Additionally, Poland hosts several large coaching and mentoring conferences, such as: International Scientific Coaching Conference (Kozminski University); Coachowisko (Association of Polish Coaches) – the biggest coaching market in Europe; International Coaching Expo and Conference (ICF Poland); The Congress of Polish Mentoring (Association of Mentoring); and 'SUPER M' Mentoring Conference (EMCC Poland); among many others. Attendance of these events fluctuates from tens to several thousands of people.

Rozwój Coachingu w Polsce

Rozwój coachingu w Polsce postępował od późnych lat 90-tych i w jego wczesnej fazie coaching stosowany był głównie jako popularna praktyka w działach HR. Od tego czasu wzrosła zarówno skala jak i zakres zastosowania coachingu, a także znacznie poszerzyła się gama dostępnych kursów coachingowych. Dowodem na to jest wzrost liczby ośrodków i firm oferujących szkolenia oraz kursy coachingowe, wydłużenie czasu trwania kursów coachingowych, rozwój programów studiów coachingowych na uniwersytetach oraz wzrost liczby członków profesjonalnych organizacji zrzeszających coachów.

Obecnie w Polsce coaching rozwija się w dwóch głównych nurtach:

1. Performance coaching (wewnątrz organizacji) oraz
2. Business i life coaching (prowadzony przez coachów na wolnym rynku).

Od około 2006 roku superwizja w coachingu stała się rozpoznawalną praktyką, do której zachęcają wszystkie największe działające na terenie Polski profesjonalne organizacje zrzeszające coachów, takie jak: European Coaching and Mentoring Council (EMCC), International Coach Federation (ICF) oraz Izba Coachingu.

Liczba aktywnych członków tych organizacji waha się, w styczniu 2018 roku wynosiła:

ICF Poland – 188 członków

EMCC Poland – 35 członków

Izba Coachingu – 165 zrzeszonych organizacji

Niemniej jednak, superwizja w coachingu stosowana jest jeszcze stosunkowo rzadko i w większości przypadków stanowi element procesu akredytacji. Obecnie w Polsce jest około 50 superwizorów.

Aktualnie w obszarze coachingu szczególnie zainteresowaniem cieszą się następujące tematy:

Neuro nauka a coaching – zrozumienie funkcjonowania mózgu i jego wpływu na rozwój człowieka i przywództwa

Leadership coaching (coaching przywódczy) – wspieranie liderów w rozwoju zdolności przywódczych oraz w osiąganiu celów operacyjnych organizacji

Coaching zespołowy – wspieranie zespołów w osiąganiu celów oraz w efektywnym działaniu

Mentoring w Polsce rozwija się od początku lat 2000. Najczęściej prowadzony jest w organizacjach jako element szerszych strategii HR, w których starsi pracownicy są mentorami dla młodych utalentowanych pracowników.

W Polsce istnieje wiele ośrodków i firm oferujących szkolenia oraz kursy coachingowe. Obecnie na terenie Polski prowadzonych jest około 100 kursów coachingowych – od jednodniowych po pięćdziesięciodniowe. Wiele z nich posiada akredytację jednej z profesjonalnych instytucji zrzeszających coachów (ICF Poland, EMCC Poland lub Izba Coachingu). Istnieje również wiele programów studiów coachingowych na uniwersytetach, wśród których wyróżnić można: Akademię Leona Koźmińskiego, Uniwersytet Warszawski, Uniwersytet SWPS, Szkołę Główną Handlową w Warszawie, Collegium da Vinci w Poznaniu, Wyższą Szkołę Bankową, Uniwersytet Jagielloński, Collegium Civitas oraz wiele innych publicznych i prywatnych uniwersytetów.

Warto zauważyć, że od wielu lat w Polsce organizowane są duże coachingowe i mentoringowe konferencje, takie jak np.: Międzynarodowa Naukowa Konferencja Coachingu (Akademia Leona Koźmińskiego), Coachowisko – największe targi coachingu w Europie (Stowarzyszenie Coachów Polskich), Kongres Mentoringu Polskiego (Stowarzyszenie Mentoringu), Konferencja Mentoringu SUPER M (EMCC Poland) oraz wiele innych. Liczba uczestników tych wydarzeń waha się od kilkudziesięciu do kilku tysięcy.

Biographical information

Diagram 1: Gender of respondents

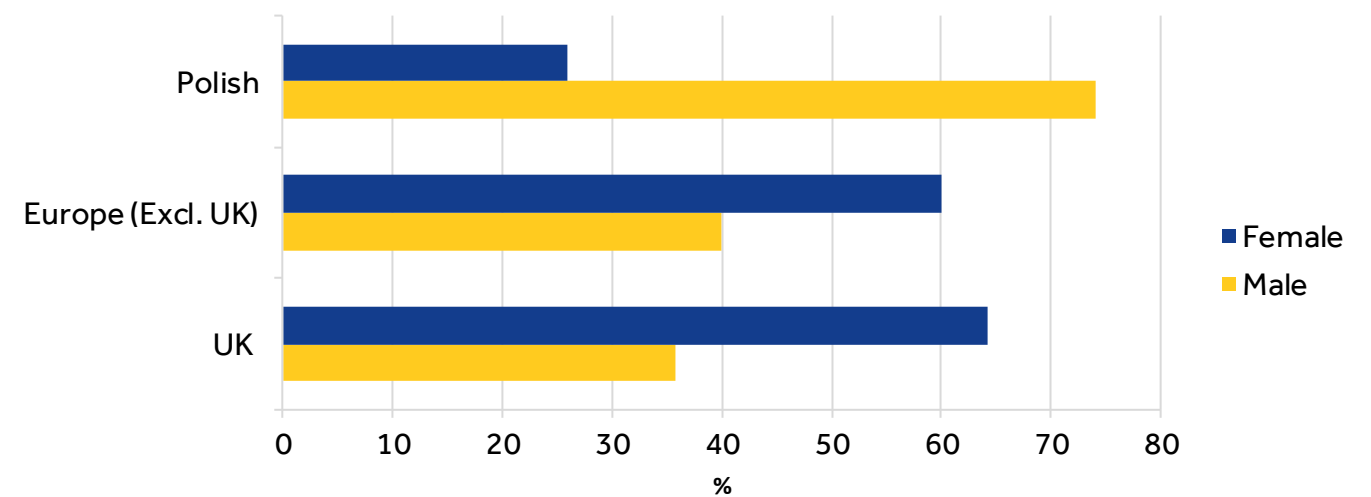
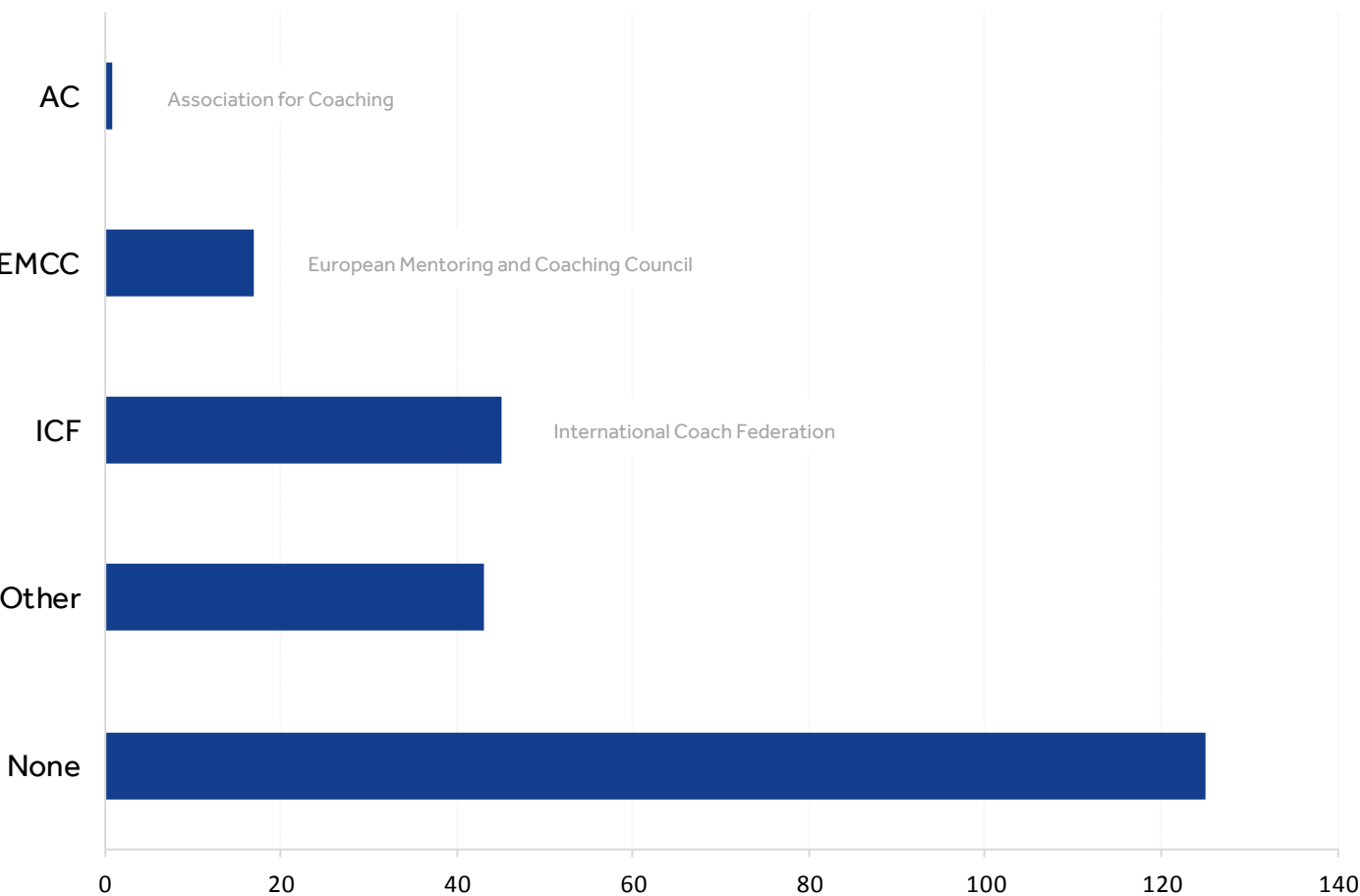


Diagram 2: Membership of professional coaching associations

Q1.6 Which coaching and mentoring bodies are you a member of?



Coaching practice

Diagram 3: Proportion of working time spent delivering coaching

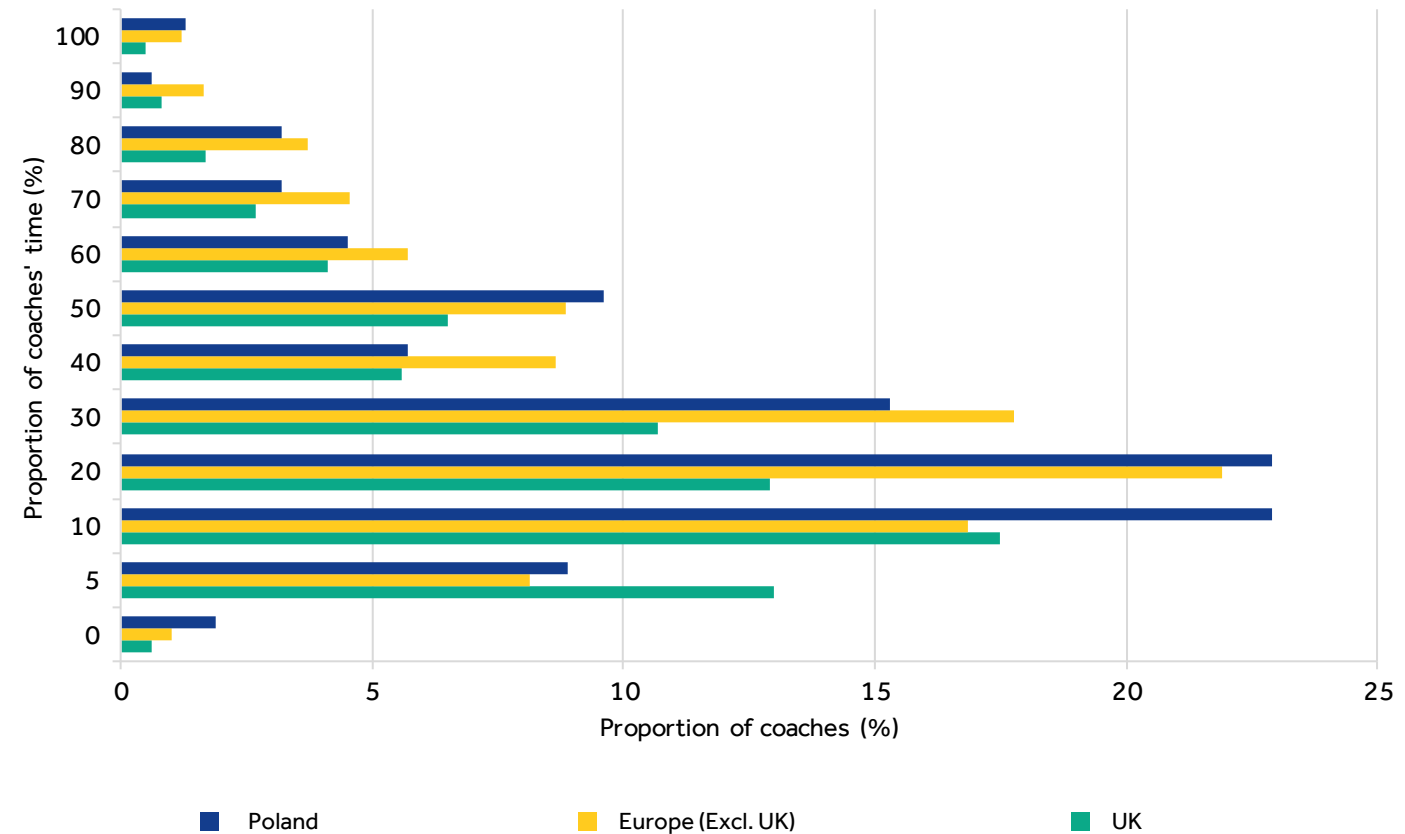
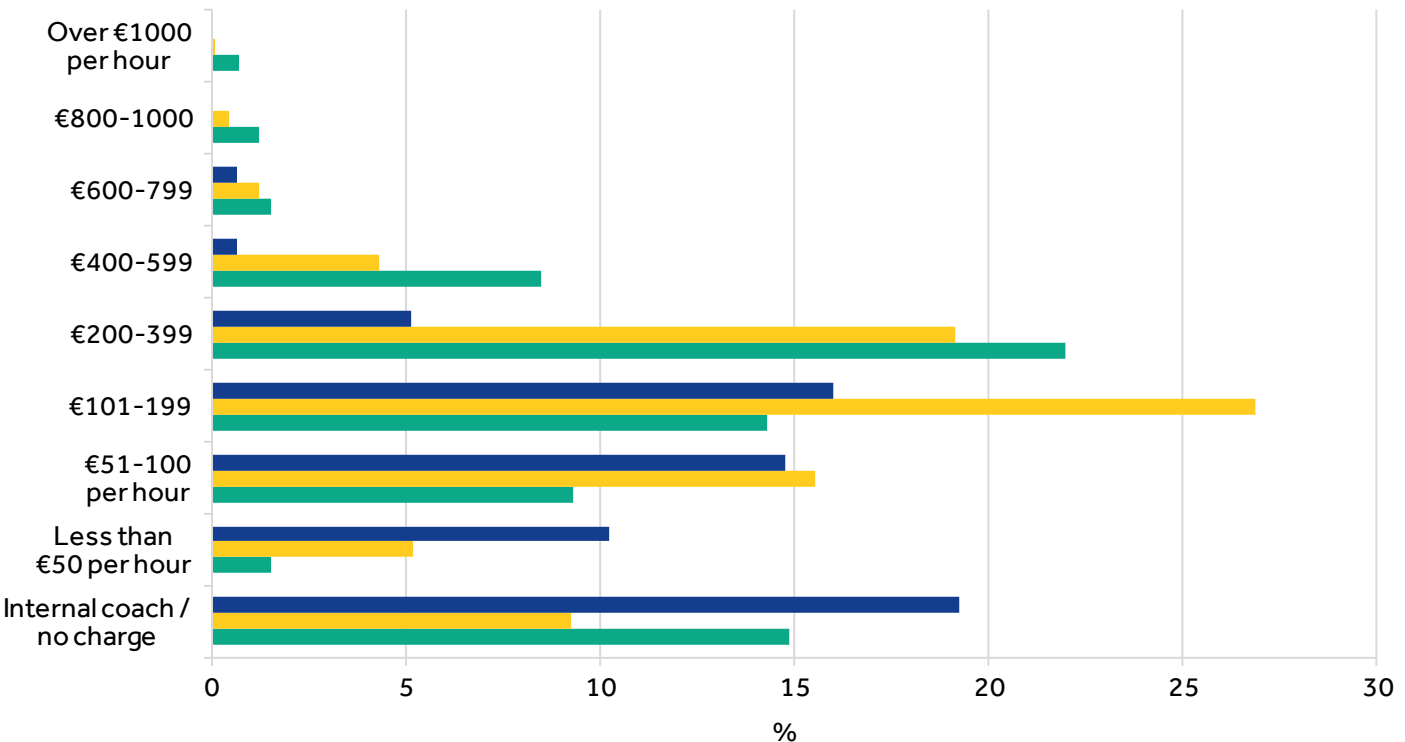


Diagram 4: Hourly fee rates: Corporate funded coaching

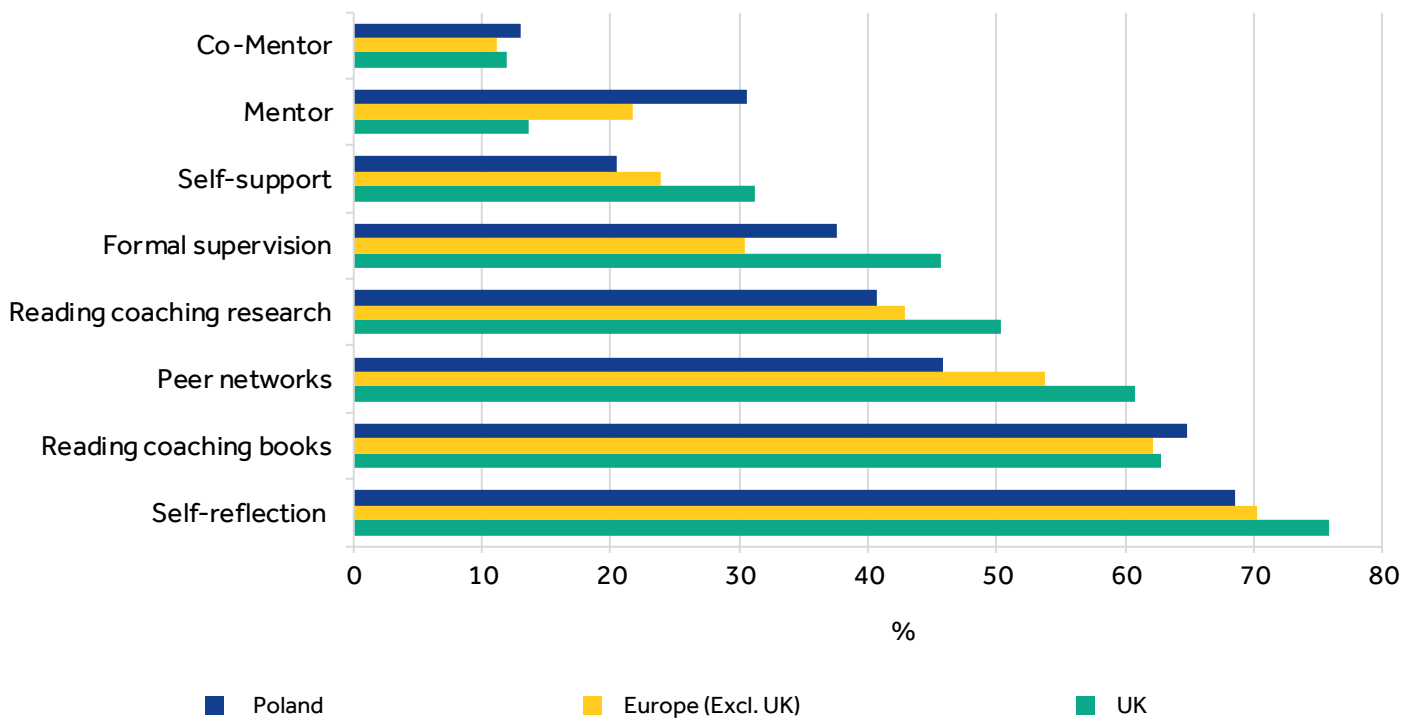
Q5.6 Fee rates for corporate clients



Reflective practice and supervision

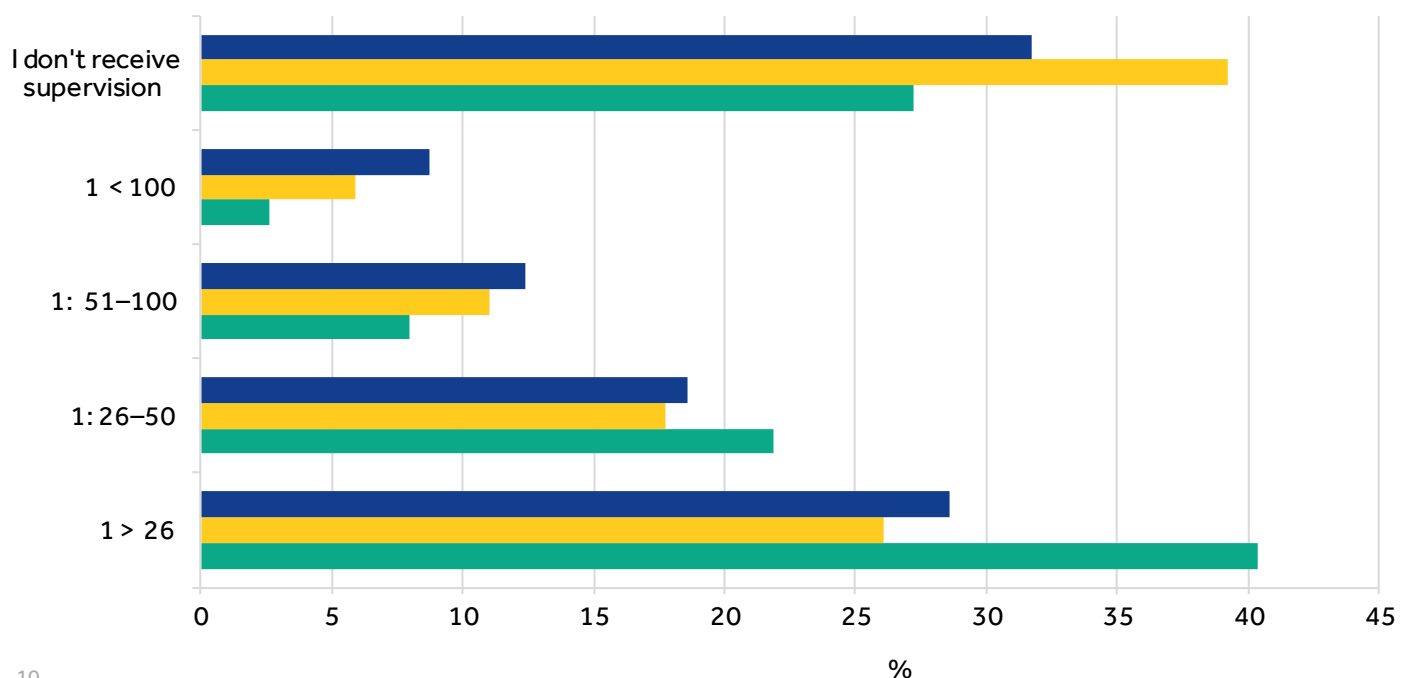
Diagram 5: Methods of reflection

Q6.1 What methods do you use to reflect on your practice?
(You can select more than one option)



**Diagram 6: Frequency of supervision
(based on ratio of 1 hour of supervision per X hours of coaching)**

Q6.4 How often do you receive formal coaching supervision?



Continuous professional development

Diagram 7: Time invested in CPD

Q7.1 How do you divide your working time?

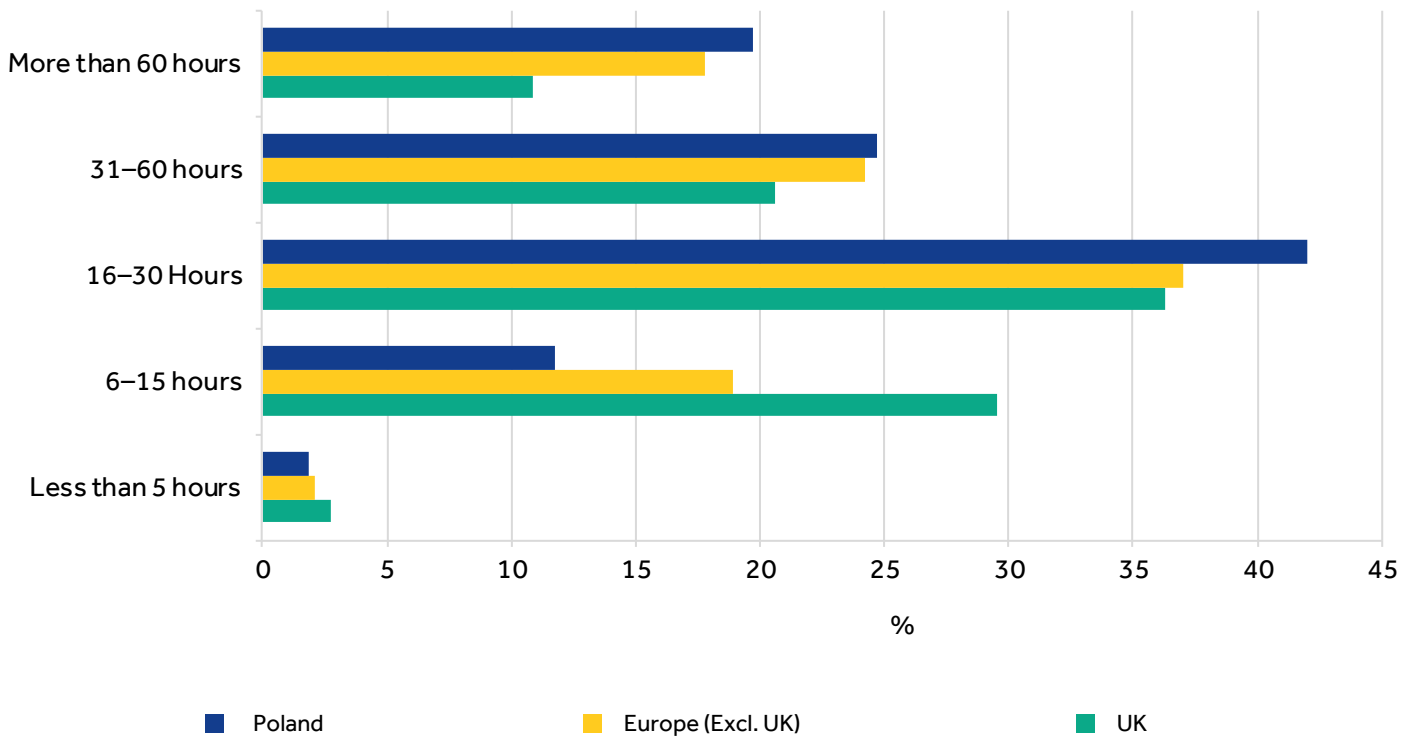
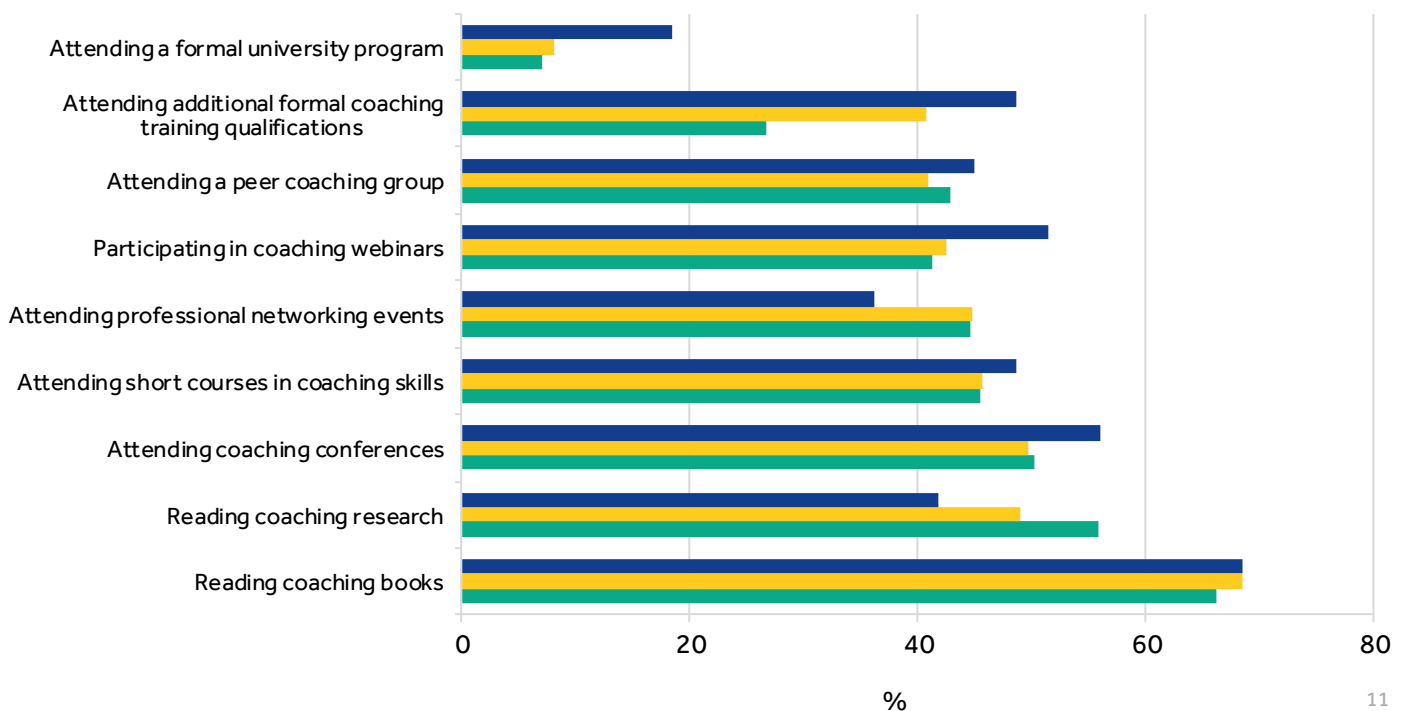


Diagram 8: Keeping up to date

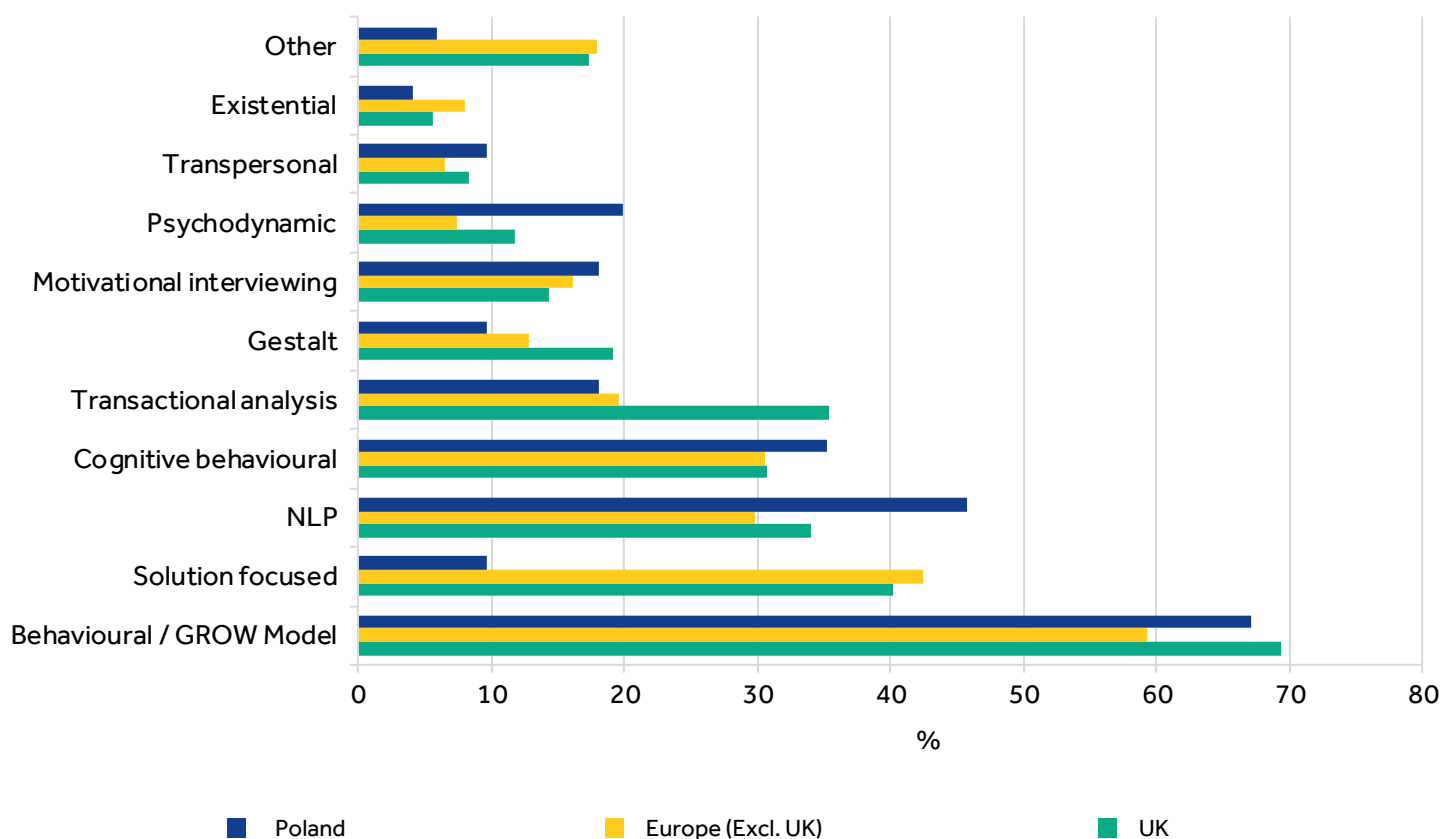
Q7.2 How do you keep up to date in your coaching practice?
(You can select more than one)



Conceptual models

Diagram 9: Coaching practice

Q9.2 Which models do you use in your coaching practice?
(You can select more than one)



Diversity of approaches

Diagram 10: Presenting issue 1 – Career change

Q9.3 What model do you use with the following presenting issue?

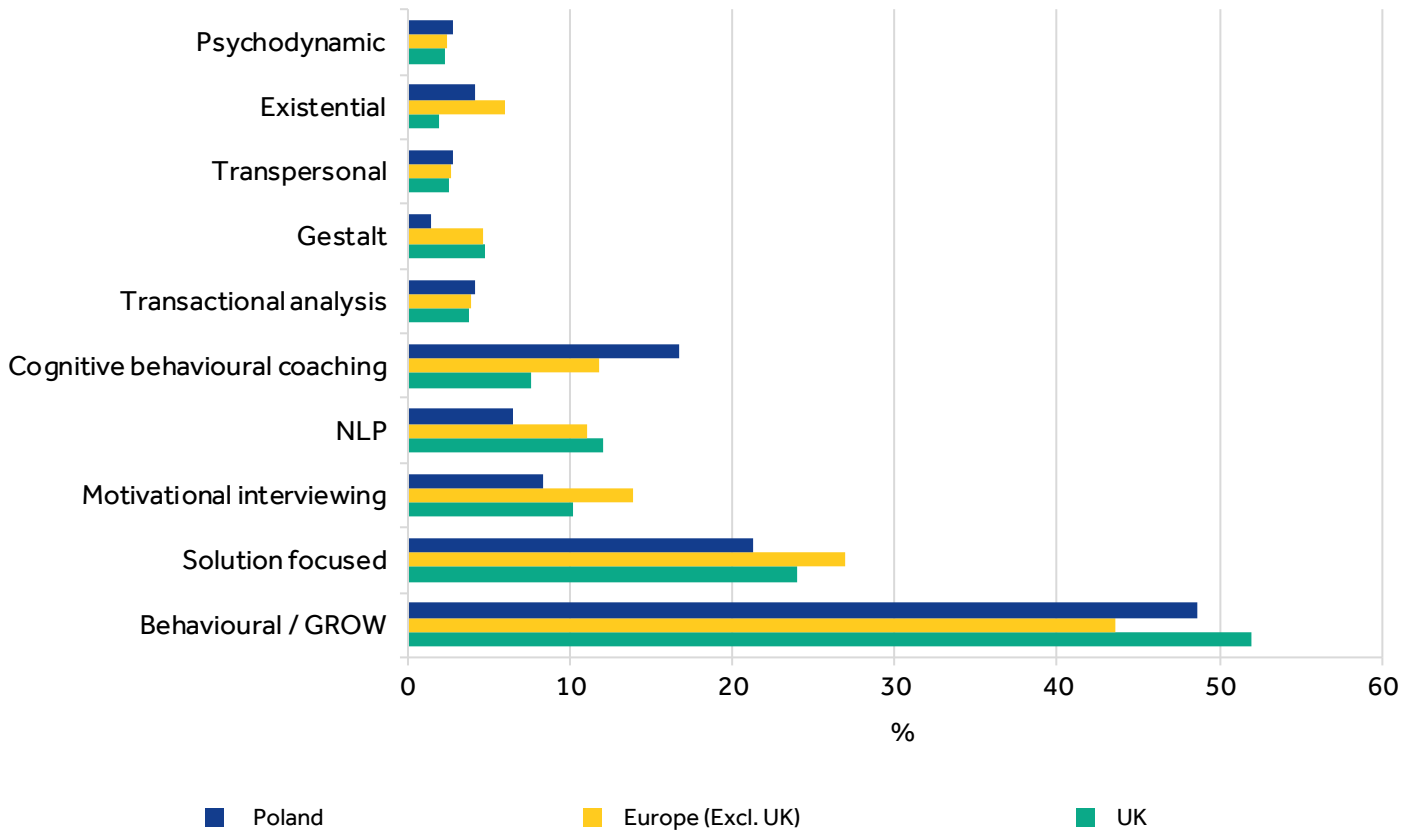


Diagram 11: Presenting issue 2 – Workplace stress

Q. What model do you use with the following presenting issue?

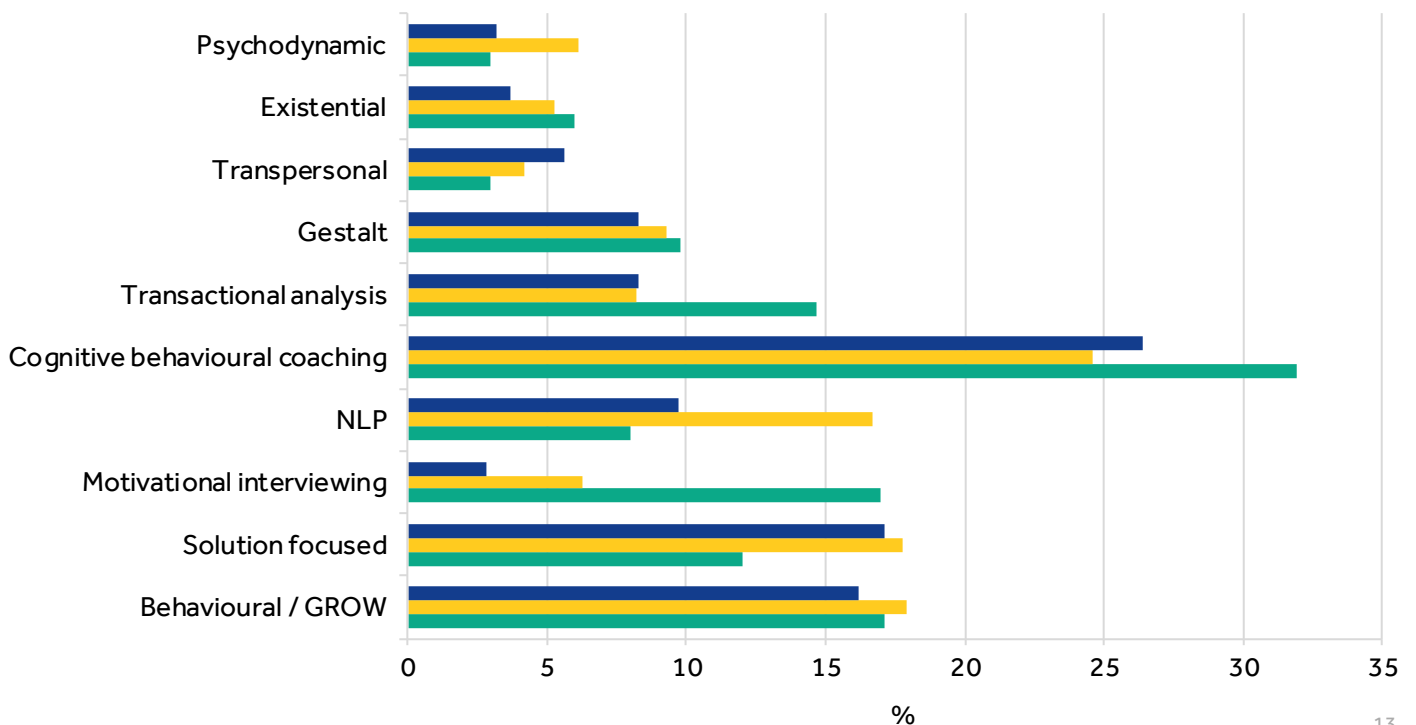


Diagram 12: Presenting issue 3 – Improving presentation skills

Q. What model do you use with the following presenting issue?

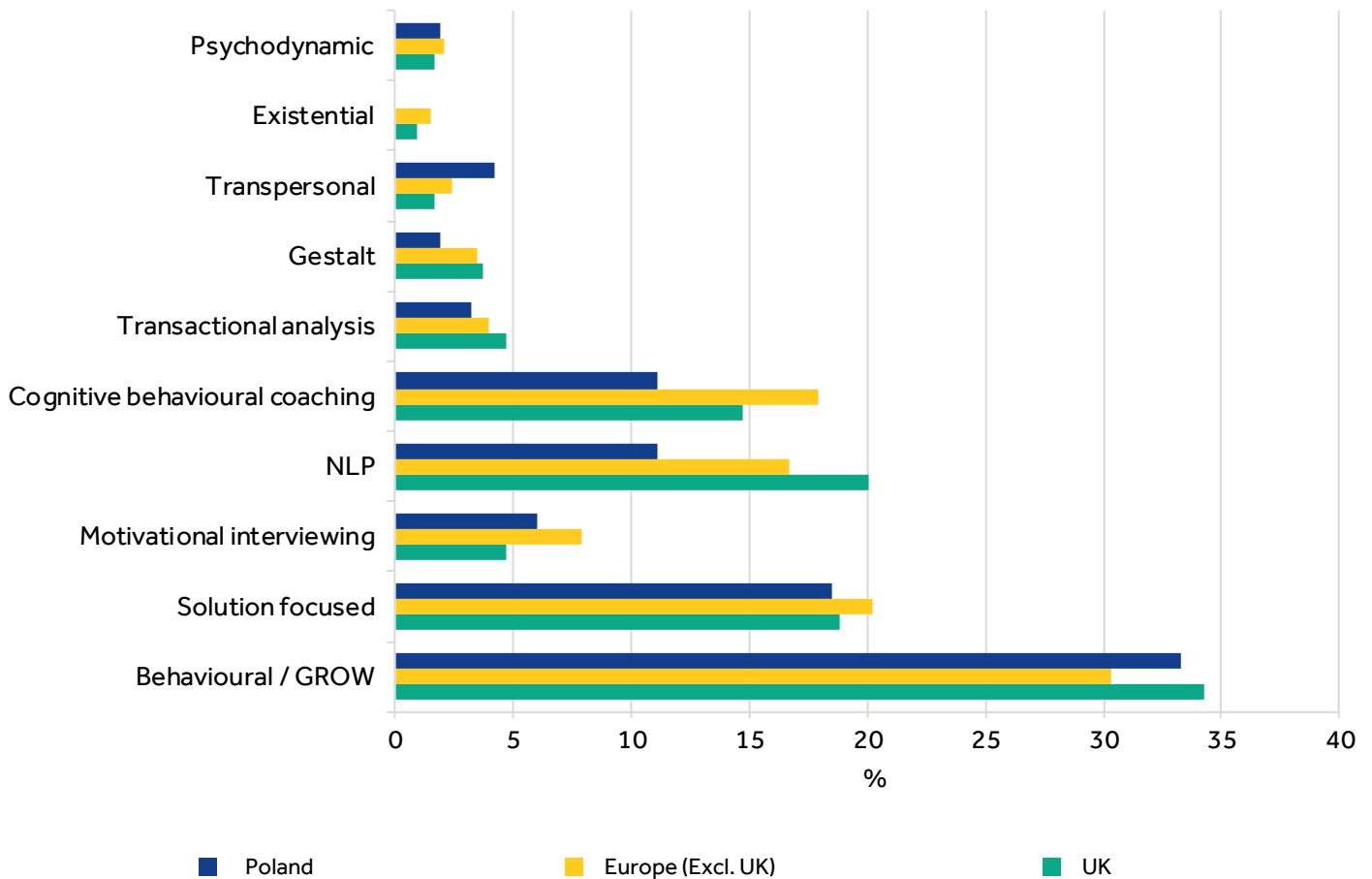
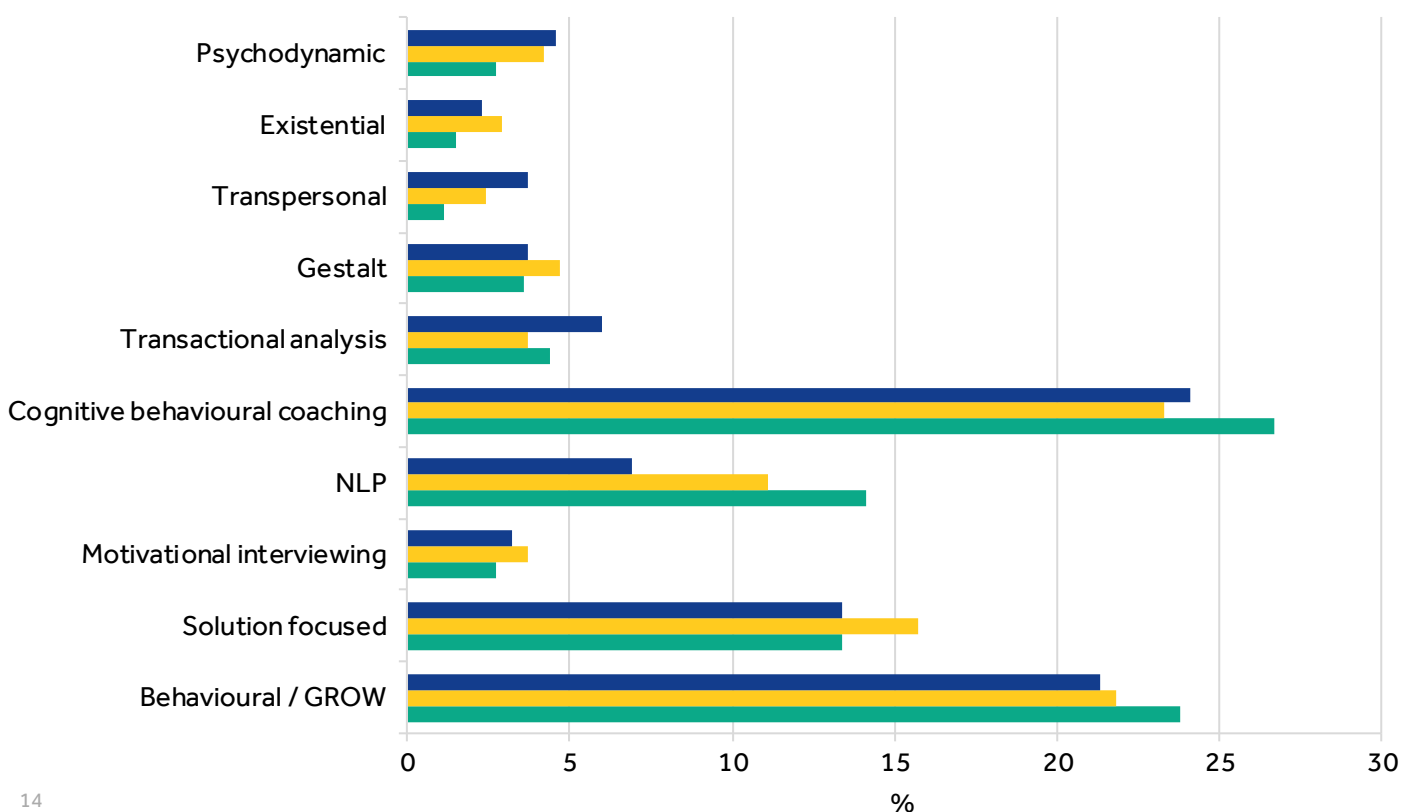


Diagram 13: Presenting issue 4 – Persistent checking of non-work emails

Q. What model do you use with the following presenting issue?



Evaluation

Diagram 14: Evaluating impact

Q10.1 How do you evaluate the impact of your coaching

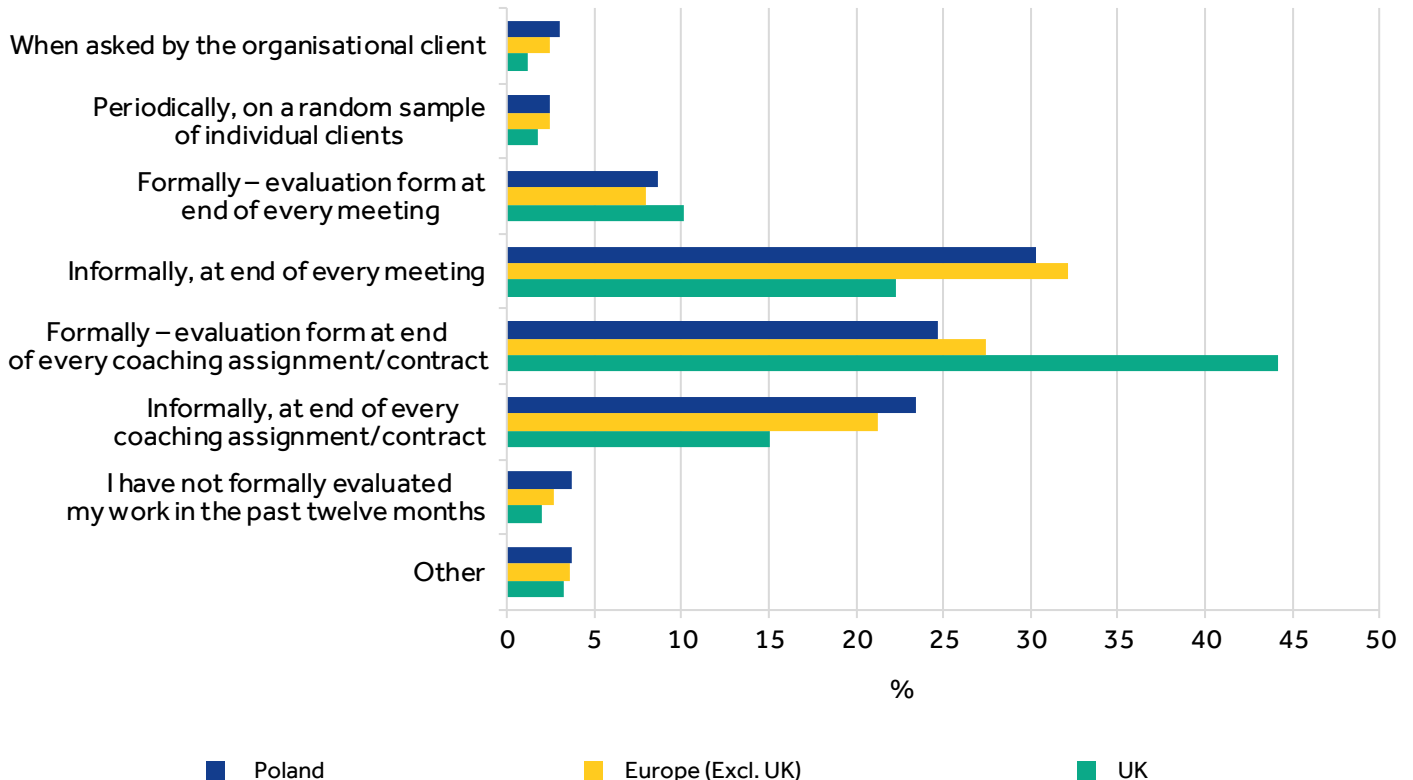
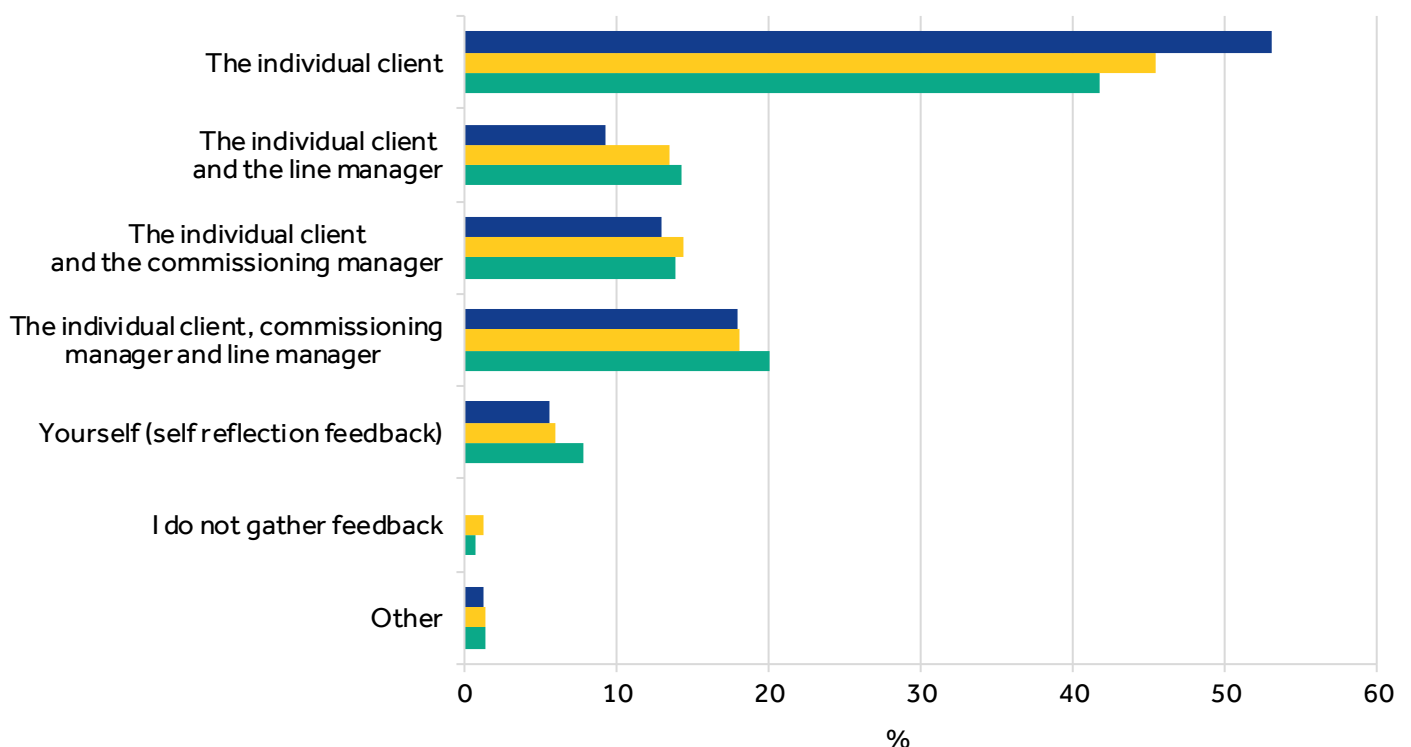


Diagram 15: Gathering feedback

Q10.2 Who do you gather evaluation feedback from in your coaching?



Contracting for corporate coaching assignments

Diagram 16: Contract partners

Q11.1 When you enter into a coaching agreement, who do you contract with most frequently?

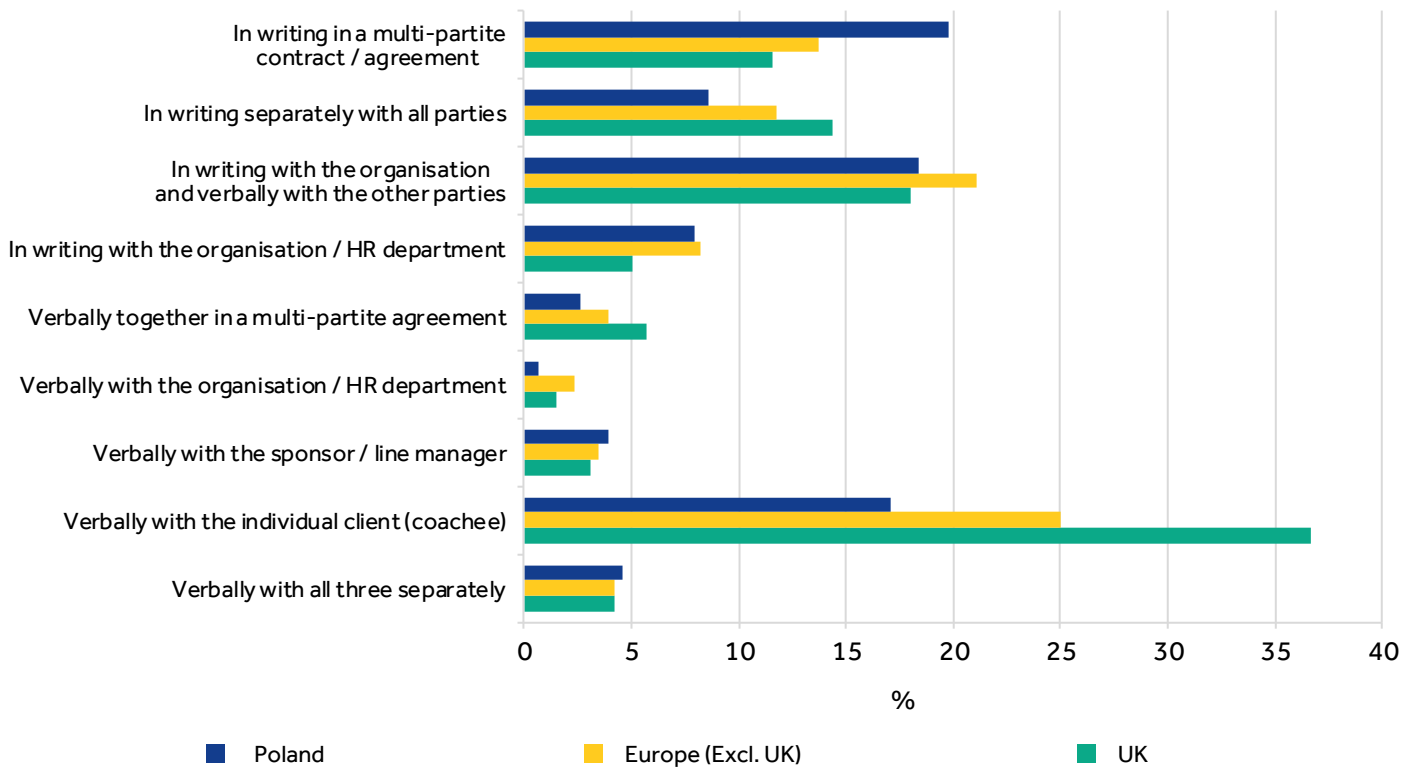


Diagram 17: The primary partners

Q11.2 Who do you believe is the primary client when you are delivering corporate/organisational coaching?

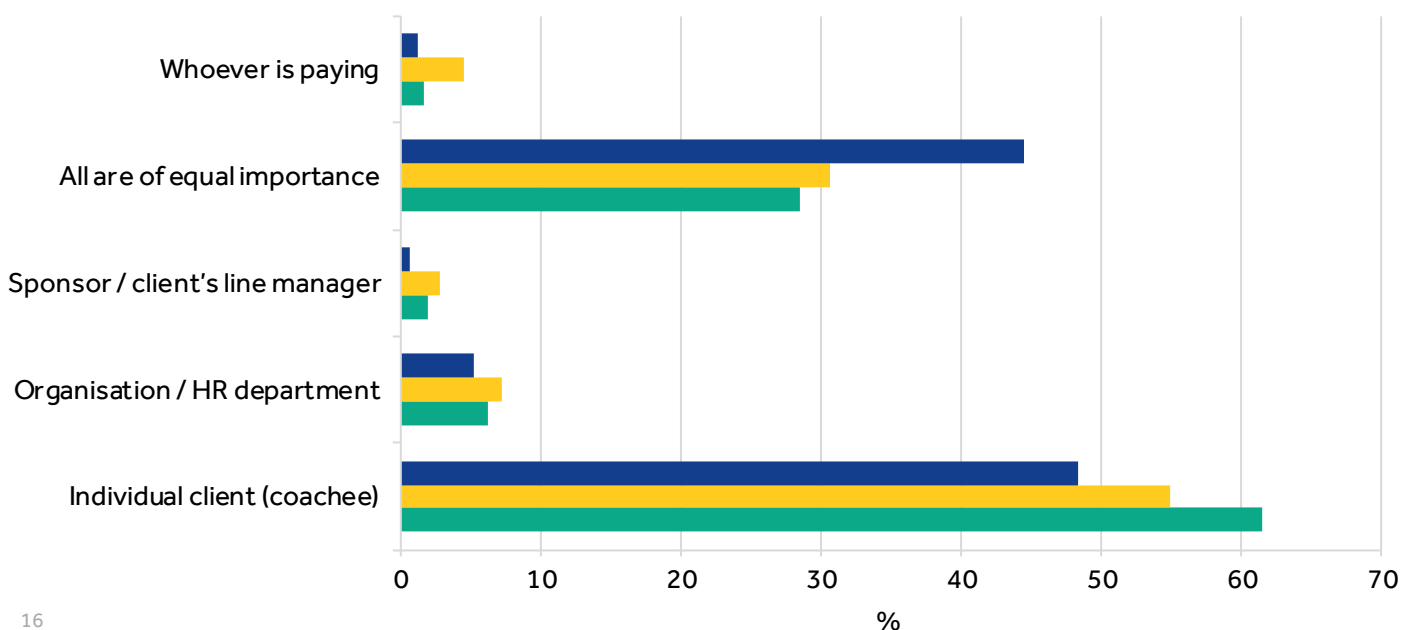


Diagram 18: Contract clauses – Individual client agreements

Q11.3 What aspects are explicitly included in your contract with the individual?
(You can select as many as appropriate)

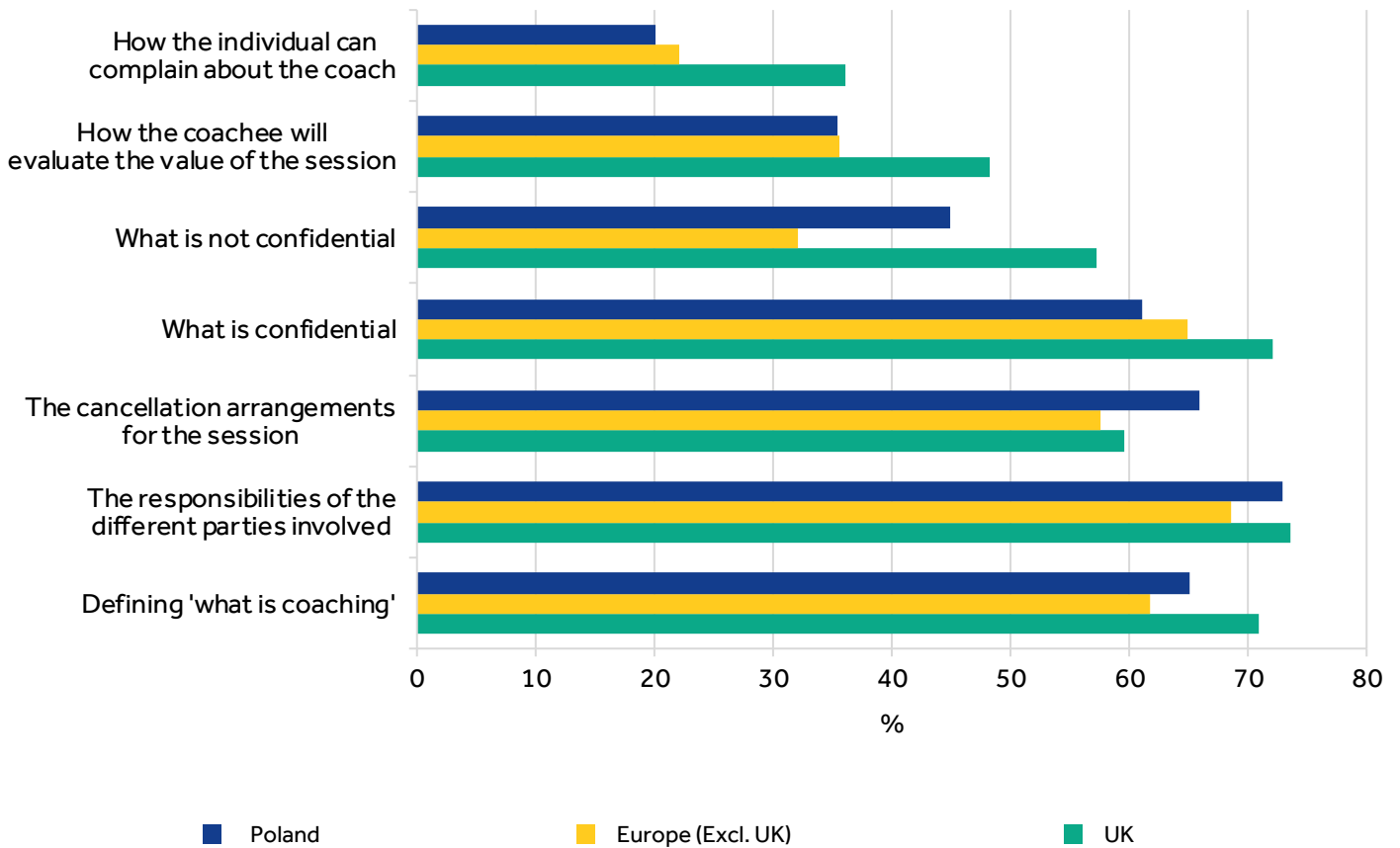
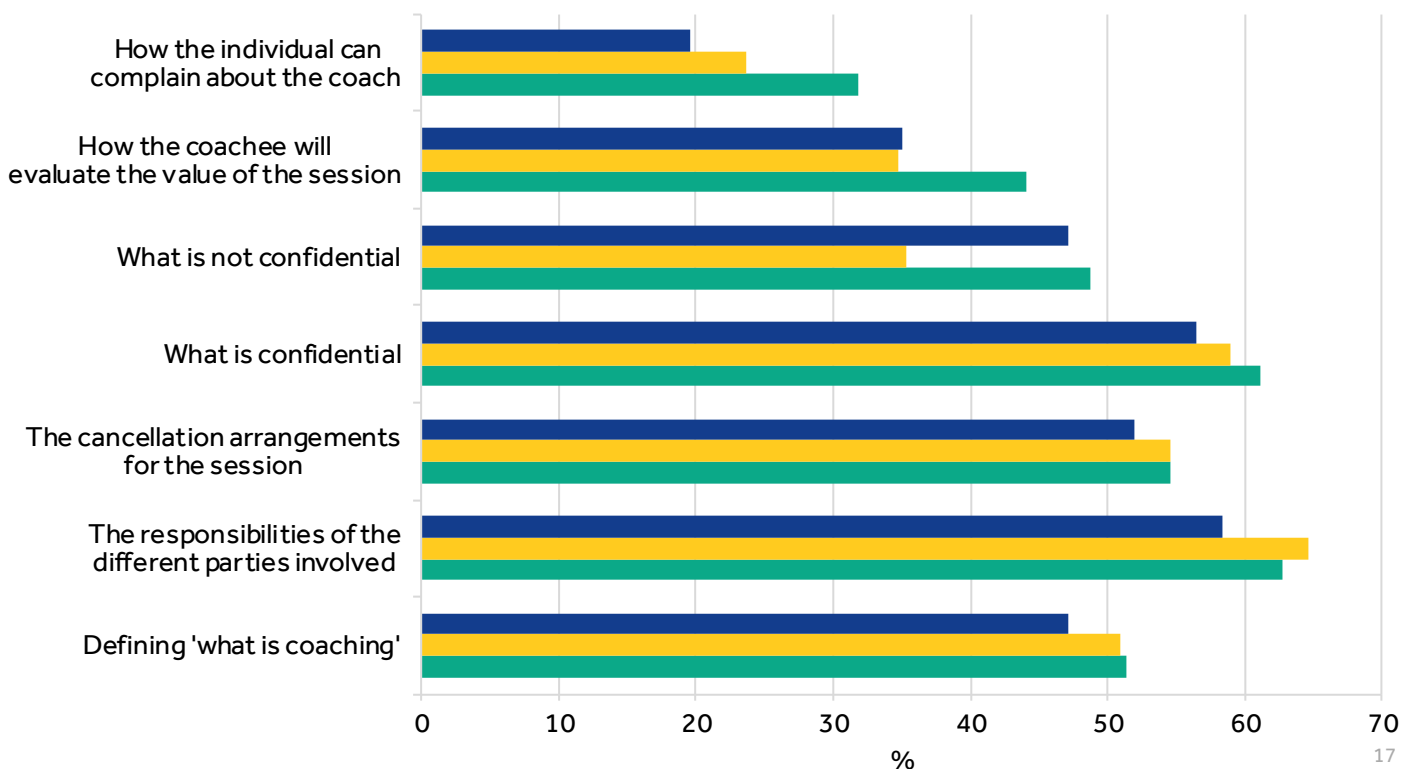


Diagram 19: Contract clauses – Organisational client agreements

Q11.4 What aspects are explicitly included in your contract with the organisation?
(You can select as many as are appropriate)



Coaching ethics

Diagram 20: Sharing ethical codes – 1

Q12.1 Do you share your ethical codes with individual clients?

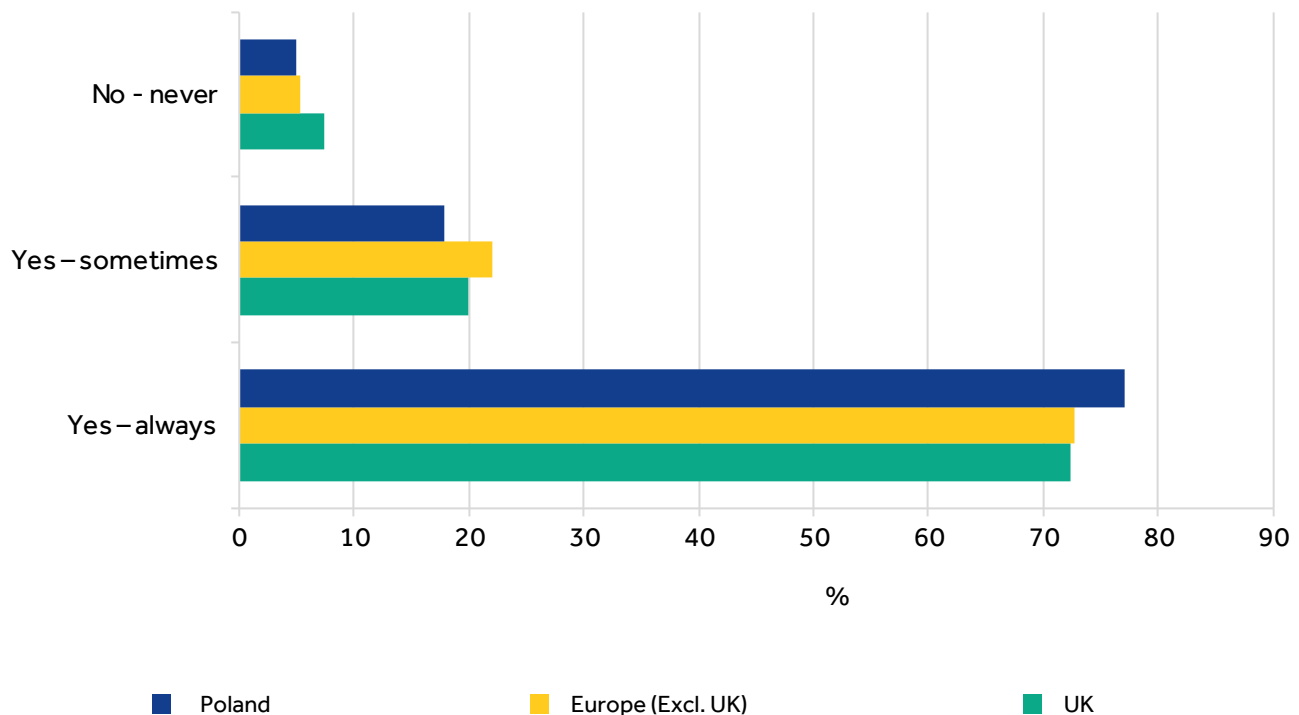


Diagram 21: Sharing ethical codes – 2

Q12.2 How do you share the ethical code with individual clients?

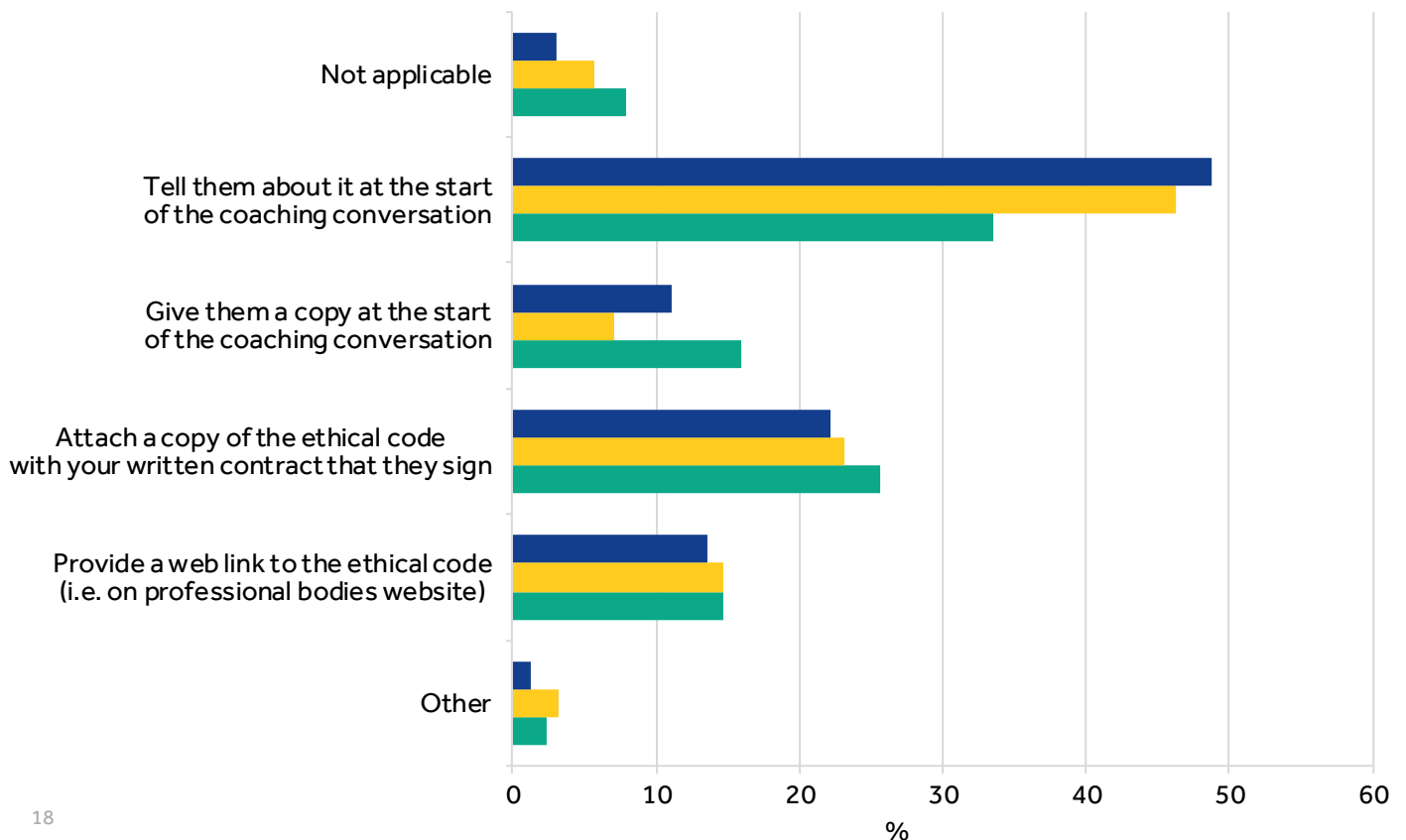


Diagram 22: Ethical dilemma 1 – Coach pays a fee to secure contract

Q13.1.1 What do you think should happen in the following scenario?

A coach pays a fee to an individual to gain a coaching contract with an organisation

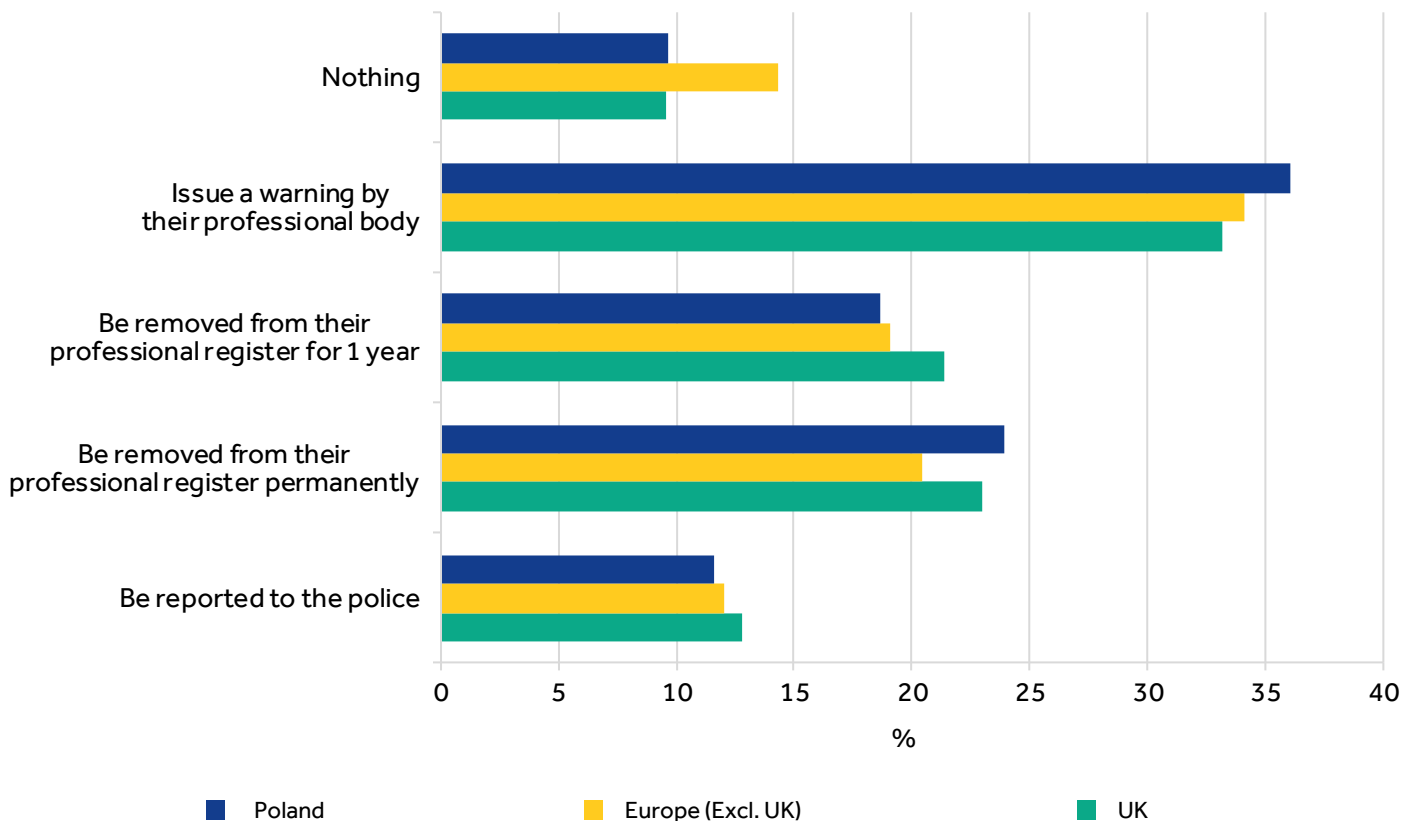


Diagram 23: Ethical dilemma 2 – Coach enters sexual relationship with client

Q13.1.2 What do you think should happen in the following scenario?

A coach enters into a sexual relationship with a client during a coaching assignment

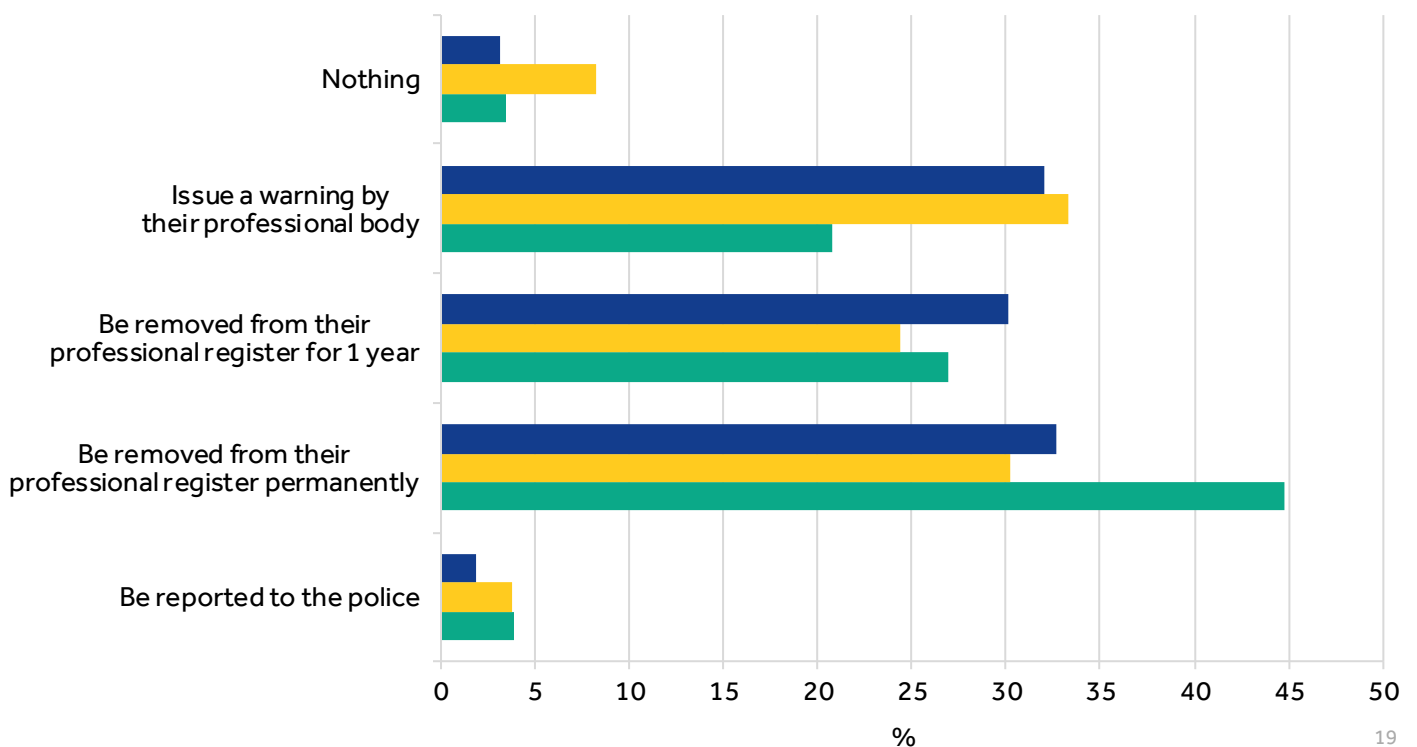


Diagram 24: Ethical dilemma 3 – Coach fails to report low-level drug taking by their client

Q13.1.4 What do you think should happen in the following scenario?

A coach fails to report to the appropriate authorities a client who is using low-level illegal drugs

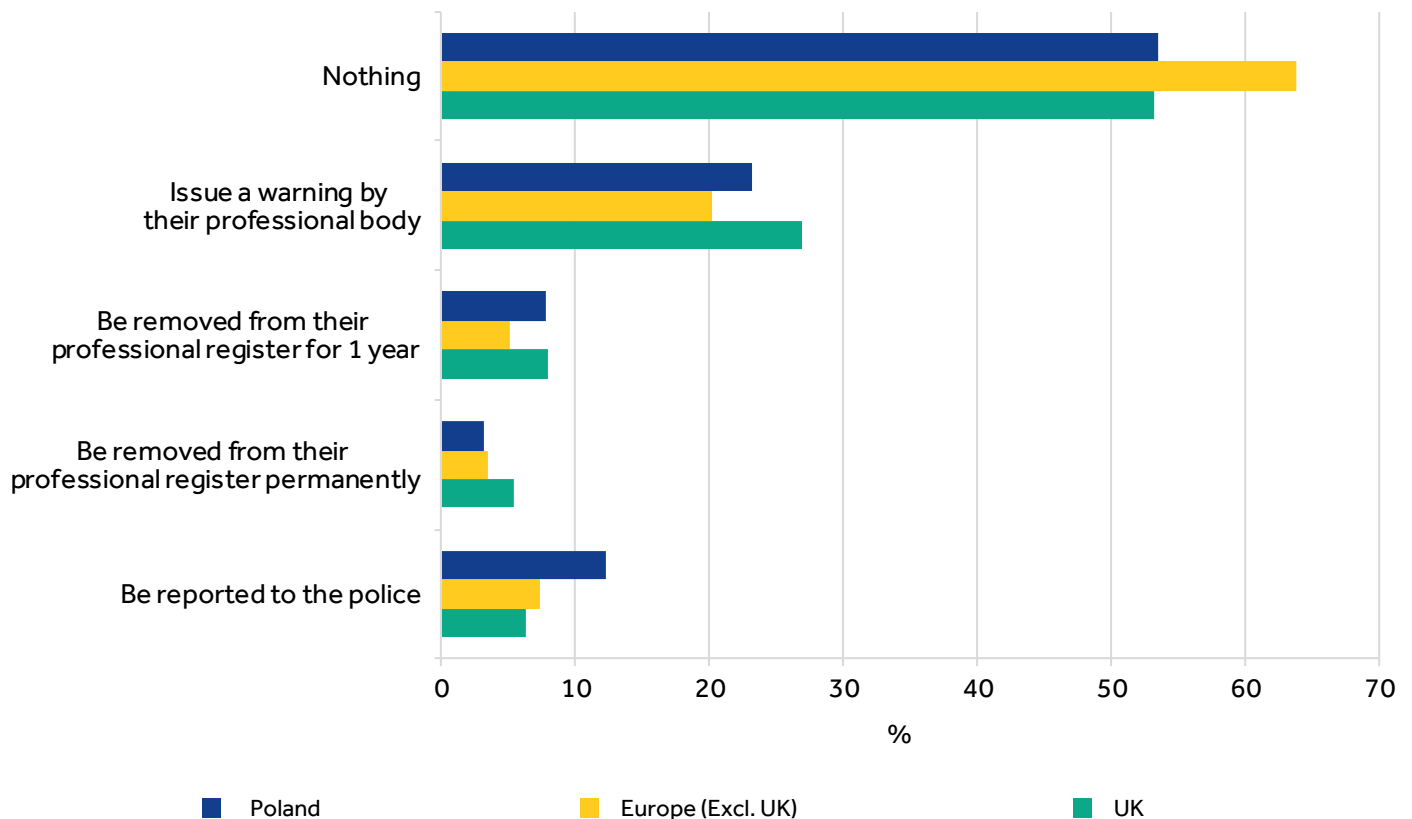
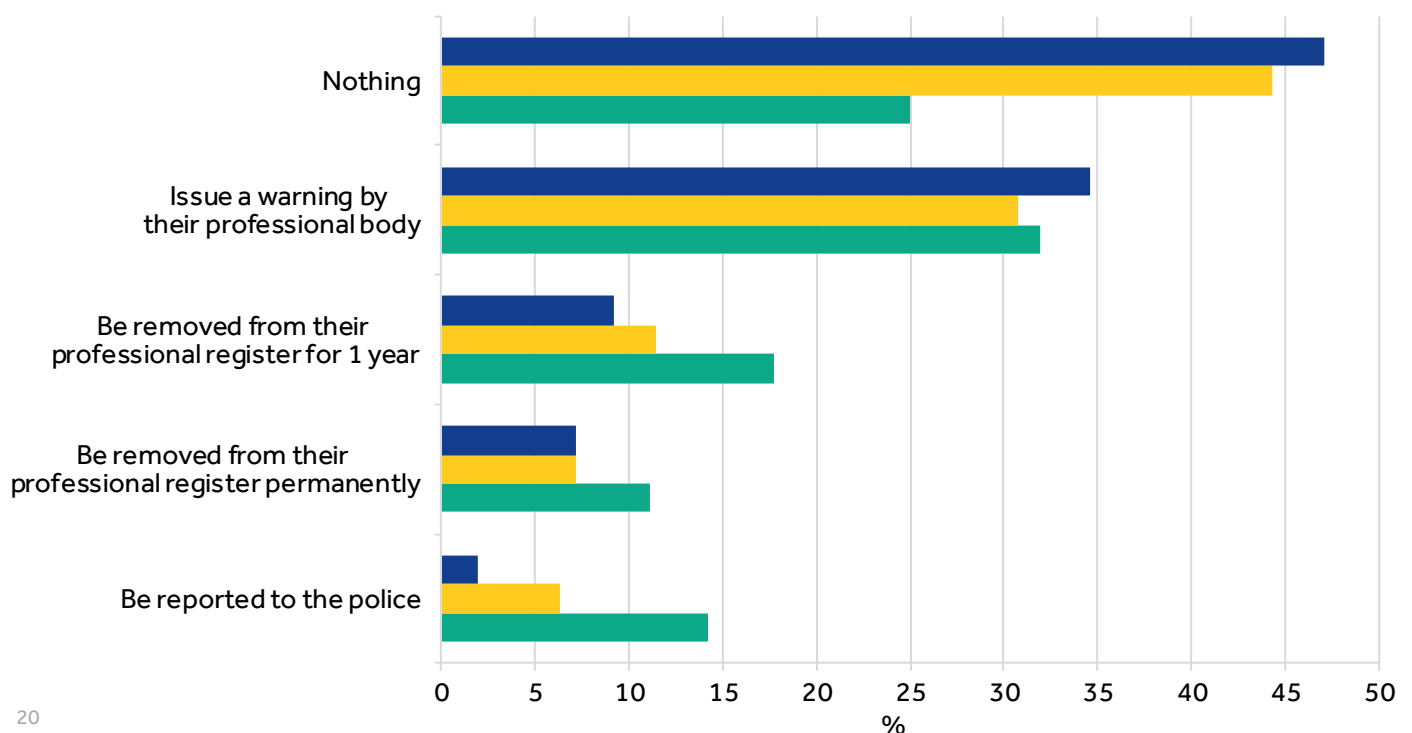


Diagram 25: Ethical dilemma 4 – Coach fails to report theft of commercial information

Q13.1.5 What do you think should happen in the following scenario?

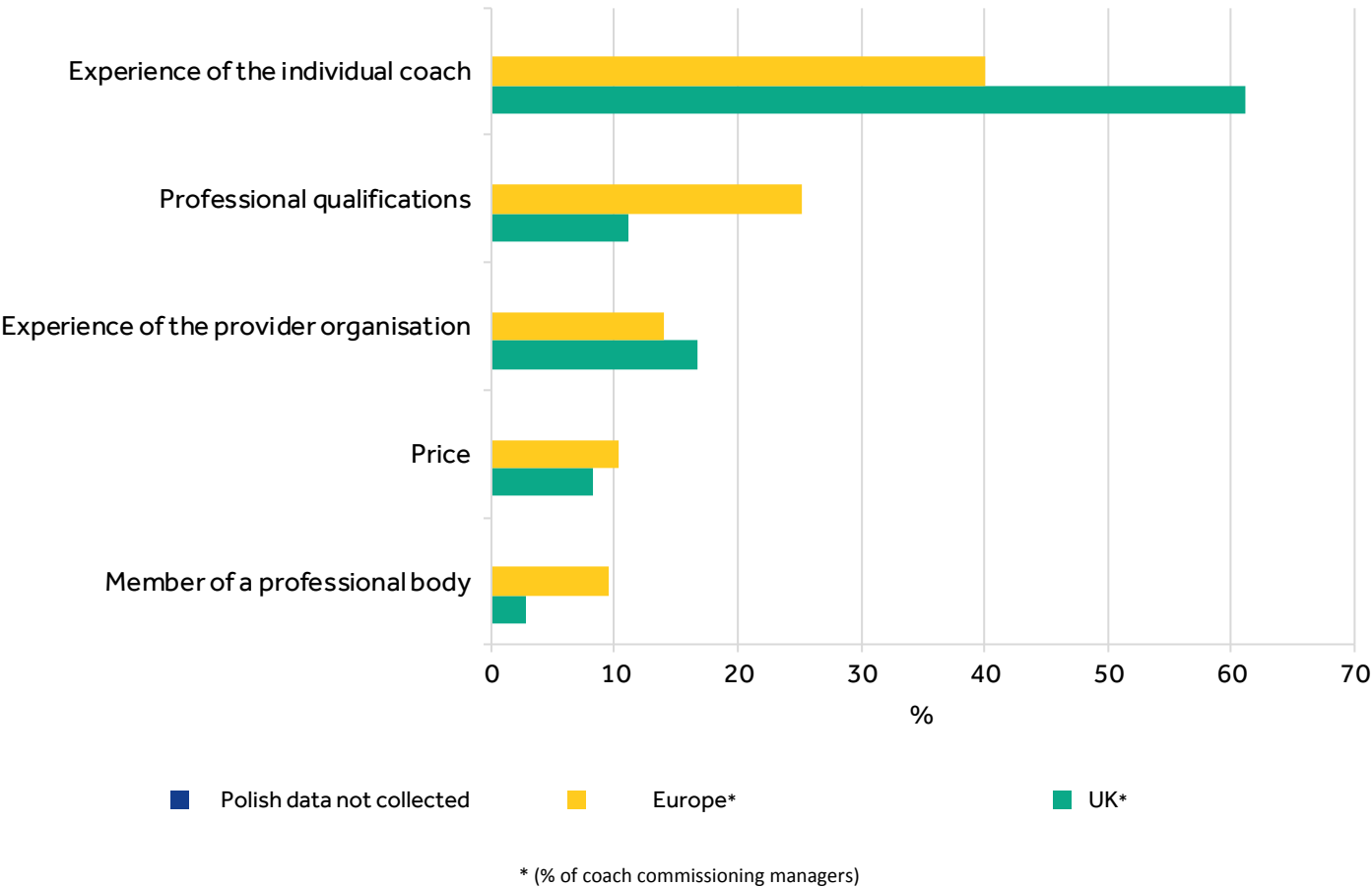
A coach fails to report the actions of a client who has disclosed commercially sensitive information, which has affected the value of the company



Commissioning coaching

Diagram 26: Criteria in coach selection

Q16.1 When commissioning coaching, what are the most important factors (in order of importance)?



Research partners

Our thanks go to our research partners who made this research possible. In total, over 100 organisations and individuals collaborated in the research, sharing the research link with their members and encouraging their members to participate.

International research partners

- European Mentoring and Coaching Council International
- International Coach Federation
- Association for Coaching (Global)
- Worldwide Association of Business Coaches (WABC)

National research partners

- Oil & Gas UK
- Chartered Institute of Professional Development (CIPD)
- British Psychological Society (BPS)
- British Association for Counselling & Psychotherapy (BACP)
- Association of Business Mentors (ABM)
- Association of Professional Executive Coaches & Supervisors (APECS)
- EMCC UK
- Association for Coaching (UK)
- EMCC Poland
- The Coaching Chamber (Poland)
- ICF Poland
- Mentors Association PROMENTOR
- International Mentoring Association
- Collegium Civitas University
- WSB Universities
- Novo Coaching
- Trainers Association MATRIK
- Norman Bennett Group
- Cognitivistic Institute Bennewicz
- Institute of Leadership & Management (ILM)
- Tischner European University
- Noble Manhattan Coaching
- Polish Coaching Association
- University of Social Sciences and Humanities, Laboratorium Psychoedukacji (SWPS)

- Irish Management Institute (IMI)
- CIPD (Channel Islands)
- Bulgarian Association for People Management (BAPM)
- ICF Bulgaria
- Croatian Coaching Association
- Croatian Psychological Association
- HR Centar
- Société Française de Coaching
- SCY (Finnish Coaching Association)
- Suomen Mentorit (Finnish Mentoring Association)
- Suomen Coaching-yhdistys
- ICF Finland
- Johdon työnohjaajat Ry
- Henry Ry
- Deutscher Bundesverband Coaching (DBVC)
- Deutsche Coaching Gesellschaft e.V. (DCG)
- ICF Greece
- ICF Hungary
- OHE National (HR Association)
- EMCC Hungary
- Associazione Italiana Coach Professionisti (AICP)
- ENI Corporate University
- SCP Italy
- Federprofessional
- Ridler & Co.
- Edinburgh Napier University
- University of South Wales (USW)
- University of East London (UEL)
- Sheffield Hallam University
- Oxford Brookes University
- American Chamber of Commerce in Kosovo
- ICF Slovak
- Slovenská Komora Psychológov

- HRComm (Association for Management and Development of Human Resources)
- Slovak Association of Coaches (SAKO)
- ALKP (Association of Lectors and Career Counsellors)
- Coaching – Theorie und Praxis (Journal)
- Swiss Society for Coaching Psychology
- Federation of Swiss Psychologists (FSP)
- ICF Switzerland
- EMCC Switzerland
- Berufsverband für Coaching, Supervision und Organisationsberatung (BSO)
- Associations of Psychologists of Andorra
- Hellenic Coaching Association (HCA)
- Coaching at Work (Magazine)

- ICF Lithuania
- ICF Sweden
- ICF Czech Republic
- EMCC Czech Republic
- CAKO (Czech Association of Coaches)
- QED Group
- Life Coach Italy
- Telecom Italia
- WPG Ukraine
- Ekonomika Communications Hub, Ukraine
- Natalia Romanenko, Ukraine
- Integral coaching, Ukraine
- ICF Chapter Ukraine

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